



## MEMORANDUM

**TO:** Superintendents, Elementary Principals and K-6 Teachers

**FROM:** Dr. Stacey Hughes, Assistant Superintendent for Student Learning  
Anna Shults and John Wolf, Literacy Specialist

**DATE:** February 14, 2011

**SUBJECT:** Indiana K-6 Reading Framework

On Tuesday, February 8, 2011, the Indiana State Board of Education adopted **LSA Document #10-635, a proposed rule to implement the requirements of IC 20-32-8.5.** The rule now moves on to the Attorney General and Governor for review and approval. The rule amends the current State Board rules to include the *K-6 Reading Framework*, which the Board also adopted. The Framework provides research-based guidance on components of effective reading instruction. All elementary schools, including charter schools, that have a passing rate on IREAD-3 (the newly created ISTEP+ reading exam) under ninety percent (90%) will be required to implement the framework and adopt a scientifically-based core reading program.

Additionally, the rule requires all elementary schools with grades K-3 to submit an annual reading plan to the department. The plan must include measurable student achievement goals for each grade level, an assessment plan and interventions for struggling students. Information regarding the Elementary reading Plan is available at <http://media.doe.in.gov/reading/2011-01-LitUpdate.html>.

The Indiana K-6 Reading Framework provides guidance for improving reading achievement, as well as preparing students for the 21<sup>st</sup> century, postsecondary education and the future workforce. The reading framework is not a program or curriculum to purchase, nor is it an approach that will fade as a new fad emerges. It is a research driven process for developing effective reading instruction statewide and producing improvements in student performance.

The Indiana K-6 Reading Framework, which includes six organizing components based on scientifically-based reading research is available at <http://www.doe.in.gov/opd/languagearts/reading-framework.html>.

The key provisions of each of the six chapters of the framework include the following:

I. Reading Goals

Measurable reading goals are necessary to drive instruction and determine appropriate assessments. While the most important reading goal is to read at grade level, specific goals in

grades K-3 focus on *how to read*, and goals in grades 4-6 include *reading to learn* in relationship to content knowledge.

2. Instruction

Schools must provide effective scientifically-based reading instruction throughout grades K-6. In the early grades, effective reading instruction enables students to develop the foundational reading skills they need to read and learn successfully in school and beyond. In grades 4-6, effective reading instruction ensures students maintain strong foundational reading skills and apply those skills to reading complex material in the content areas.

3. Assessment

To be certain instruction meets the needs of every student and to determine if students are reading proficiently for their grade level and meeting essential formative goals, teachers must have access to and understand how to use valid and reliable reading assessments. Each school's reading plan should include a comprehensive system of screening measures to identify students at risk, progress monitoring tools to ensure students are on track, and summative assessments to determine student mastery.

4. Professional Development

Professional development is the vehicle used to provide teachers with the support, knowledge and skills they need to deliver effective, high-quality instruction in the classroom. Teacher quality, and the extent to which teachers receive ongoing training and support, make a significant difference in student achievement.

5. Leadership

Effective building leaders make student attainment of grade level reading goals a priority by vigorously supporting teachers as they provide classroom instruction that meets student needs. Leadership must be distributed among different individuals and groups within the school to develop shared responsibility. Effective building leaders ensure sufficient time for planning instruction and regularly observe classroom reading blocks to monitor how reading instruction is delivered and to provide support for implementation.

6. Commitment

Providing the instruction necessary for all students to read at grade level requires a school-wide commitment to the implementation of scientifically-based reading instruction. State education leaders, corporation leaders and school leaders must do whatever it takes to deliver on the goal of ensuring all students learn to read proficiently. This requires motivating the entire school community, including staff, board members, and parents; dedicating the necessary resources and time to get the job done; reporting data to the public; adhering to clear accountability measures; establishing and following problem-solving processes; sharing responsibility to implement a comprehensive reading program; and implementing a reading plan with fidelity so that all students will be successful.